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ABSTRACT

As the present tools for assessing attitudes of white toward blacks are methodologically flawed, a Situational Attitude Scale (S.A.S.) was developed. Such a test both provides a racial context and makes psychological withdrawal difficult. Ten personal and social situations with some relevance to a racial response were created. For each situation ten bipolar Semantic Differential scales were written. Two forms were written, differing only in that the word "black" was inserted into each situation in one form. The validity of the S.A.S. was determined by the mean difference between forms of responses by 405 white University of Maryland students. Strong evidence that the insertion of the word "black" into each situation caused subjects to respond differently from what they would have had the word not been inserted was generated. This finding has implications for future studies of and method in racial attitudes measurement. (JM)

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THE DEVELOPMENT OF A MEASURE OF RACIAL ATTITUDES

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Abstract

While there has been previous work in assessing attitudes of whites toward "Negroes," the scales used present some problems: (1) lack of contemporary content, (2) lack of validity information, (3) social reinforcement for being tolerant or positive toward blacks makes measurement difficult. Results of pilot studies indicated that an appropriate measure of racial attitudes would be subtle and provide a racial context to make difficult the psychological withdrawal from the measure. The purpose of this study was to validate and determine the reliability of a measure of racial attitudes which would eliminate or reduce the methodological problems cited above.

The Situational Attitude Scale (SAS) was developed to measure the attitudes of whites toward blacks. To provide a racial context and make psychological withdrawal difficult, ten personal and social situations with some relevance to a racial response were created. For each situation ten bipolar Semantic Differential scales were written, making a total of 100 items in the SAS. Two forms of the SAS were developed. Each contains the same situations, bipolar scales and instructions except the word "black" was inserted into each situation in Form B. Form A made no reference to race.

The SAS was administered to 405 students at the University of Maryland. Forms were passed out randomly and Ss were unaware that two forms were administered. Black student responses were eliminated after the administration.

The validity of the SAS was determined by the mean response difference between Form A and Form B using t tests. Reliability was estimated by the

median communality from a principal component factor analysis. Fifty-five of the 100 items were significant beyond the .05 level. Thus there was strong evidence that the insertion of the word "black" into each situation caused subjects to respond differently. Hence, there is evidence for the validity of 55 items. Conservative reliability estimates were .79 for Form A and .79 for Form B. Factor analyses indicated the independence and high internal consistency of each situation.

Implications for future studies and method in racial attitudes measurement were discussed.

THE DEVELOPMENT OF A MEASURE OF RACIAL ATTITUDES

William E. Sedlacek and Glenwood C. Brooks, Jr.
University of Maryland

The assessment of the attitudes of one race toward another appears crucial in a better understanding of race relations (Shaw and Wright, 1967, p. 358). Attitude here is defined as a general term such as that used by Thurstone (1946); degree of affect or feeling associated with some psychological object. This study is specifically concerned with measuring attitudes of whites toward blacks in a university setting.

While there has been previous work in assessing white attitudes toward "Negroes" there have been some problems in these scales that make them inappropriate or difficult to use with current university students. Among these problems are: (1) with rapid societal changes, attitude measures must be kept contemporary to be useful. For instance, the item content used in earlier measures appears inappropriate today for measuring attitudes of the public in general, or of students in particular, (Thurstone, 1931; Hinkley, 1932; Likert, 1932; Rosander, 1937; and Ford, 1941). According to Shaw and Wright (1967, p. 365), Likert himself feels that recent social changes have made parts of his scale less useful. Even relatively recent scales (Remmers, 1960 and Rokeach, Smith and Evans, 1960) lack obvious contemporary referents such as "black" rather than "Negro." (2) Evidence for the validity of previous scales has been difficult to obtain and has generally been content validity, congruent validity against other measures, or concurrent validity against known groups. Content validity is subjective and congruent validity raises the problem of an infinite regress with no ultimate standard of validity. That is, measure

A is checked against B, B against C, etc., but no measure is validated against some external criterion. The demonstration of concurrent validity against known groups (e.g., prejudiced vs. non prejudiced) is a function of one's ability to adequately identify and differentiate criterion groups. The identification of known criterion groups presents many difficulties and has not been adequately done thus far. The problems of societal change noted above require a constant revalidation of any scale. (3) Current measurement of white attitudes toward blacks among university students is made more difficult because of the social reinforcement for being "tolerant" or positive toward blacks. Thus, it appears less socially acceptable to verbalize, or even to admit to oneself, ones own prejudices than it has been previously.

The more recent measure of white attitudes toward Negroes by Rokeach, Smith and Evans (1960) was selected for a pilot study. They hypothesized that friendship selection is based on similarity and dissimilarity of beliefs rather than race. Prejudice, they indicated, is largely a result of belief congruence and not racial prejudice.

A series of pilot studies, using the original and a modification of Rokeach, Smith and Evans' (1960) instrument, were conducted with university students as subjects. Results indicated the following: (1) despite the permutation of blacks and whites identified with certain beliefs, the purpose of the measurement was obvious to most subjects; (2) many subjects psychologically withdrew from the questionnaire (by their own report) and intentionally ignored the racial variable. On one form, several subjects went so far as covering the racial references in the items with their hands; and additionally, in discussing the questionnaire after completing it, many subjects reported that it might be good to use with a prejudiced person but since they made no differentiation at all on the basis of race,

it was inappropriate for them; (3) beliefs out of context fostered the lack of attention paid to race. That is, if the belief being paired with race is remote from any racial context, it allows the subject to easily ignore race in responding. Thus, the subject reacts to race but in such a way as to get no differentiation of racial attitude towards blacks and whites. Intensity of belief and appropriateness of belief to subject did not alter the withdrawal problem. For example, when non-racial beliefs pertinent to college students were substituted for some of Rokeachs' original beliefs, subjects also ignored the racial component in the item. The methodological problem noted earlier, that of a social and personal set to keep one's "real" attitudes to oneself and ignore any racial reference, was clearly indicated. The results of the work of Rokeach and his colleagues could be interpreted as giving subjects the choice of a highly emotionally bound alternative (race) and a more rational ego defendable choice (belief in an issue). Subjects then tend to run for psychological cover and choose the belief. It appears then that an appropriate measure of racial attitudes would be subtle and provide a racial context to make difficult the psychological withdrawal from the measure.

The purpose of this study was to validate and determine the reliability of a measure of racial attitudes which would eliminate or reduce the methodological problems cited above.

Procedure

Situational Attitude Scale

The Situational Attitude Scale (SAS) was developed to measure the attitudes of whites toward blacks. To provide a racial context and make psychological withdrawal difficult, ten personal and social situations, with some relevance to a racial response, were created (see Table 1).

The situations represented instances where race might be a variable in reactions to the situation. For each situation, ten bipolar Semantic Differential scales were written (Osgood, Suci and Tannenbaum, 1957), making a total of 100 items in the SAS (see Table 2). Two forms of the SAS were developed. Each contains the same situations, bipolar scales and instructions except the word "black" was inserted into each situation in Form B (see Table 1). The positive pole for each item was varied randomly from right to left to avoid response set.

Administration

The SAS was administered to 405 students at the University of Maryland during regular classroom periods in seven different classes. The questionnaires were completed anonymously. Ten questionnaires were not analyzed since they were completed by black students. Black students were eliminated after the administration by asking students to indicate race on their response sheets or by noting those of black students as they were turned in. Thirty additional questionnaires were unusable since more than 10 items were left blank. The median scale value (scale 0 to 4; 2 = median) was assigned to any missing item response, providing there were 10 items or less blank on a questionnaire. The final usuable N was 365: 180 Form A and 185 Form B.

Trained white graduate students administered the SAS. Questionnaires were passed out randomly in each class with each student having an approximately equal chance to receive Form A or B. Subjects had no knowledge that different forms existed. If subjects had questions they were requested to come to the front of the room and to not verbalize the question and disturb others. Administration time was 20-30 minutes.

Subjects

The characteristics of subjects taking Form A and Form B were very similar. Two-thirds were male and one-third female. Class percentages were: freshmen, 40%; sophomores, 30%; juniors, 12%; seniors, 12%; and graduate students, 6%. College affiliations were: Arts and Sciences, 40%; Engineering, 25%; Business and Public Administration, 10%; Education, 10%; Graduate, 5%; and other colleges, 10%. The sample represented a diverse cross-section of students on the above variables.

Validity

The validity of the SAS was determined by the mean response differences between Form A and Form B. Since subjects were assigned randomly to Form A or Form B and the forms were identical except for the insertion of the word "black" in Form B, any significant mean differences must be attributed to the word "black."

Reliability

The reliability of the SAS was estimated by the computation of communalities in principal components factor analysis. Communality represents variance in common among the items and is a homogeneity of content reliability estimate.

Data Analyses

Mean differences between Forms A and B were determined by a two-tailed t-test at the .05 level. Principal components factor analyses using squared multiple correlations as communality estimates were conducted. All factors with eigenvalues greater than 1 were then rotated to a varimax solution. Separate factor analyses were done on Form A, Form B, and A and B combined. Aside from reliability estimates the factor analyses showed the configuration of racial attitudes among respondents.

Results

Table 2 shows the results of the t-tests between Form A and Form B. Fifty-five of the 100 items were significant at the .05 level.

Tables 3. 4, and 5 show the rotated factor loadings and communalities for Forms A and B and both forms combined.

Discussion and Conclusions

As Table 2 shows, 55 of the 100 items revealed significant differences. Thus, there is a strong indication that the insertion of the word "black" into each situation caused subjects to respond differently. Hence, there is evidence for the validity of 55 items. One statistical point that should be made is the liklihood of making a Type I error with this number of comparisons. According to Sakoda, Cohen and Beall (1954), one would expect only nine tests to be significant at .05 due to chance out of 100 tests made. Additionally, a Type II error was considered more unacceptable since the purpose of the study was to find potential items of difference and to miss as few as possible. Therefore, a higher Type I error was tolerated.

There was no empirical evidence in this study as to the positivity or negativity of either item pole. However, if goodness or badness is ascribed to either pole on the basis of general societal use, the significant mean differences within a situation are consistent. For example, the first 10 items were from the same situation. They were all significant at .05 level and the Form B mean was always closer to the negative pole than the Form A mean (see Table 2). The insertion of the word "black" into a situation caused respondents to feel more negative about the situation than if race was not mentioned. Form B means were consistently more negative in Situations I, II, IV, V, VII, VIII, IX, and X. However, in Situations III and VI the Form B item means were consistently more positive.

Therefore, in Situations III and VI, whites actually felt more positive toward blacks in the situation than if there were no reference to race. How then are these two situations different from the other eight? A magazine salesman and a policeman appear to be social roles more remote from intimate or personal interaction. The notion of social distance goes back to the early work of Bogardus (1933) and more recently to that of Stein, Hardyck and Smith (1962), and Trandis and Davis (1965). Bogardus defined social distance as different degrees of sympathetic understanding that exist between persons as a function of intimacy of contact. The more intimate contact you would allow the more positive the attitude. To obtain more data on this point, a post hoc analysis was conducted. Eleven psychology and education graduate students were asked to rank the 10 situations as to degree of intimacy of contact to the person in the situation. The results as shown in Table 6 indicate that while situations III and VI did not show the most intimacy of contact, they did not show the least. It may be, then, that the service role aspects of Situations III and VI are more important. They are the only two situations that involve roles and the concept of whites viewing blacks as appropriately filling service roles in society is a well documented stereotype. Thus, the conclusion for the analysis of the mean differences as stated by a hypothetical modal subject from the study is "It's o.k. to have blacks sell me magazines, or be policemen, but they better not move next door or get engaged to any of my friends!"

The factor analyses shown in Tables 3, 4, and 5 further emphasize the importance and independence of each situation. The factor configurations strongly indicate that Ss responded to the items in each Situation as a unit. This is clearest in Table 3. In the first 12 factors extracted

a factor representing each of the 10 situations was identified. The specific terminology used in the bipolar scales seems relatively unimportant. For instance, happy-sad was used five times in different situations (Items 7, 13, 42, 62, and 72). The median intercorrelation among these five items was -.02 (reflecting signs), whereas the median intercorrelation of each of the five items with the others in the same situation was .51. The above correlations were from the combined forms factor analysis (Table 3).

The median communality for Form A was .78 and for Form B it was .79. Using these as conservative reliability estimates, there appears to be an acceptable amount of reliability in each form.

A number of additional studies appear to be prompted by this investigation. An administration of the same instrument to other groups is necessary to see if the effect is limited to Maryland students or if it is more general. New situations and word dimensions should also be tested to further support or refute the findings of this study. Studies employing other independent variables such as "Negro" or "colored" versus neutral or "white" would provide further evidence on the importance of semantics, and the referent used. For instance, the word "black" may provide a completely different and more negative connotation in a situation than the word "Negro." Also, if the word "white" is inserted in the situation rather than leaving it neutral, will this create a racial awareness that would alter the results? With successive refinements of the Items in the SAS, a form will be developed that can be administered to an individual and his racial attitude could be expressed as a deviation from the norm group that took the neutral or "white" form.

One limitation of this study and the several that will follow is that we are still dealing with feelings expressed on a paper and pencil

form. No data are provided on overt behavioral differences among Ss. In other words, can we predict what someone may do if a black moves next door to him by knowing his attitude? The answer may come in time, but the adequate measure of racial attitudes is necessary before these attitudes can be related to behavior. Hopefully, this study provides a beginning by empirically demonstrating a differential reaction by whites to blacks in a personal or social situation.

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TABLE 1

Instructions and Situations from the Situational Attitude Scale*

INSTRUCTIONS

This questionnaire measures how poeple think and feel about a number of social and personal incidents and situations. It is not a test so there are no right or wrong answers. The questionnaire is anonymous so please DO NOT SIGN YOUR NAME.

Each item or situation is followed by 10 descriptive word scales. Your task is to select, for each descriptive scale, the rating which best describes YOUR feelings towards the item.

Sample item: Going out on a date

happy ' A ' B ' C ' D ' E ' sad

You would indicate the direction and extent of your feelings (e.g., you might select B) by indicating your choice (B) on your response sheet by blackening in the appropriate space for that word scale. DO NOT MARK ON THE BOOKLET. PLEASE RESPOND TO ALL WORD SCALES.

Sometimes you may feel as though you had the same item before on the questionnaire. This will not be the case, so DO NOT LOOK BACK AND FORTH through the items. Do not try to remember how you checked similar items earlier in the questionnaire. MAKE EACH ITEM A SEPARATE AND INDEPENDENT JUDGMENT. Respond as honestly as possible without puzzling over individual items. Respond with your first impressions whenever possible.

SITUATIONS

	FORM A	FORM B
I.	A new family moves in next door to you.	A new black family moves in next door to you.
II.	You read in the paper that a man has raped a woman.	You read in the paper that a black man has raped a white woman.
III.	It is evening and a man appears at your door saying he is selling magazines.	It is evening and a black man appears at your door saying he is selling magazines.
IV.	You are walking down the street alone and must pass a corner where a group of five young men are loitering.	You are walking down the street alone and must pass a corner where a group of five young black men are loitering.
V.	Your best friend has just become engaged.	Your best friend has just become engaged to a black person.
VI.	You are stopped for speeding by a policeman.	You are stopped for speeding by a black policeman.
VII.	A new person joins your social group.	A new black person joins your social group.
VIII.	You see a youngster steal something in a dimestore.	You see a black youngster steal something in a dimestore.
IX.	Some students on campus stage a demonstration.	Some black students on campus stage a demonstration.
X.	You get on a bus and you are the only person who has to stand.	You get on a bus that has all black people aboard and you are the only person who has to stand.

*The Situational Attitude Scale is copyrighted and available from the authors on request.

TABLE 2

Means, Standard Deviations and t-tests for Forms A and B*

ITEM NO.	SITUATIONS** BIPOLAR ADJECTIVE DIMENSION	FORM A (N=180) MEAN	S.D.	FORM B (N=185) MEAN	S.D.	t***
	I. NEW FAMILY NEXT DOOR					
1	good-bad	1.14	0.94	1.85	1.07	6.68
2	safe-unsafe	1.02	0.92	1.32	1.12	2.71
3	angry-not angry	3.41	0.98	3.05	1.17	3.25
4	friendly-unfriendly	0.78	0.87	1.11	1.06	3.29
5	sympathetic-not sympathetic	1.55	1.12	1.83	1.27	2.24
6	nervous-calm	2.99	1.07	2.71	1.20	2.35
7	happy-sad	1.27	0.86	1.85	1.08	5 73
8	objectionable-acceptable	3.18	0.95	2.75	1.33	3.55
9	desirable-undesirable	1.27	0.95	1.86	1.22	5.15
10	suspicious-trusting	2.77	0.92	2.49	1.12	2.54
	II. MAN RAPED WOMAN					
11	affection-disgust	3.43	0.85	3.56	0.78	1.51
12	relish-repulsion	3.31	0.85	3.49	0.79	2.16
13	happy-sad	3.33	0.85	3.59	0.73	3.07
14	friendly-hostile	3.12	0.88	3.16	0.91	0.43
15	uninvolved-involved	1.87	1.34	2.06	1.36	1.32
16	hope-hopelessness	2.06	1.07	2.23	1.05	1.54
17	aloof-outraged	2.55	0.95	2.64	1.03	0.84
18	injure-kill	1.52	1.14	1.48	1.22	0 33
19	safe-fearful	2.10	1.29	2.25	1.20	1.14
20	empathetic-can't understand	2.02	1.22	2.34	1.23	2.52
	III. MAN SELLING MAGAZINES					
21	relaxed-startled	1.80	1.16	1.90	1.29	0.80
22	receptive-cautious	2.86	1.03	2.50	1.35	2.83
23	excited-unexcited	2.98	1.01	2.41	1.13	5.04
24	glad-angered	2.45	0.76	2.15	0.67	3.99
25	pleased-annoyed	2.94	0.83	2.61	0.83	3.82
26	indifferent-suspicious	2.18	1.36	1.81	1.37	2.56
27	tolerable-intolerable	1.70	1.04	1.36	1.15	2.97
28	afraid-secure	2.41	1.06	2.19	1.14	1.88
29	friend-enemy	2.05	0.70	1.75	0.75	3.92
30	unprotected-protected	2.49	1.01	2.38	1.09	1.06
	IV. CORNER OF LOITERING MEN					
31	relaxed-tensed	2.84	1.05	3.02	1.12	1.51
32	pleased-angered	2.26	0.58	2.32	0.75	0.90
33	superior-inferior	1.88	0.91	1.90	0.75	0.29
34	smarter-dumber	1.33	0.83	1.55	0.79	2.58
35	whiter-blacker	1.69	0.72	1.17	0.95	5.95
36	aggressive-passive	2.26	1.09	2.58	0.98	3.00
37	safe-unsafe	2.61	0.94	2.72	1.02	1.10
38	friendly-unfriendly	2.31	0.98	2.05	1.07	2.34
39	excited-unexcited	1.76	0.89	1.82	1.17	0.56
40	trivial-important	1.72	1.06	1.96	1.11	2.11

*Scale A to E (Numerical equivalent, 0 to 4)

**See Table 1 for complete situation.

***All t values larger than 1.97 are significant beyond .05 (2-tailed test).

TABLE 2

Means, Standard Deviations and t-test for Forms A and B*
(Continued)

ITEM NO.	SITUATIONS** BIPOLAR ADJECTIVE DIMENSION	FORM A (N=180) MEAN	S.D.	FORM B (N=185) MEAN	S.D.	t***
	V. FRIEND BECOMES ENGAGED					
41	aggressive-passive	1.72	1.23	2.27	1.27	4.19
42	happy-sad	0.53	0.86	1.85	1.38	10.87
43	tolerable-intolerable	0.47	0.85	1.21	1.34	6.29
44	complimented-insulted	0.88	0.93	1.89	1.10	9.42
45	angered-overjoyed	3.25	0.78	1.99	1.05	12.96
46	secure-fearful	1.00	1.07	1.45	1.25	3.67
47	hopeful-hopeless	0.67	0.85	1.39	1.36	6.06
48	excited-unexcited	0.80	0.98	1.68	1.15	7.78
49	right-wrong	0.82	0.99	1.88	1.40	8.25
50	disgusting-pleasing	3.50	0.78	2.13	1.27	12.31
	VI. STOPPED BY POLICEMAN					
51	calm-nervous	2.96	1.21	2.41	1.54	3.77
52	trusting-suspicious	1.98	1.22	1.00	1.08	8.10
53	afraid-safe	1.72	1.32	2.76	1.34	7.43
54	friendly-unfriendly	1.41	1.19	0.89	1.03	4.40
55	tolerant-intolerant	1.28	1.18	0.62	0.88	6.03
56	bitter-pleasant	2.09	1.24	2.74	1.18	5.16
57	cooperative-uncooperative	0.53	0.87	0.40	0.79	1.46
58	acceptive-belligerent	0.94	1.12	0.65	0.85	2.84
59	inferior-superior	1.82	1.03	1.85	0.71	0.34
60	smarter-dumber	1.72	0.99	1.90	0.64	2.12
	VII. PERSON JOINS SOCIAL GROUP					
61	warm-cold	1.01	0.93	1.01	1.01	0.00
62	sad-happy	2.91	0.82	2.61	1.11	2.91
63	superior-inferior	1.65	0.63	1.85	0.52	3.28
64	threatened-neutral	3.28	0.99	3.35	1.06	0.63
65	pleased-displeased	1.04	0.84	1.42	1.19	3.48
66	understanding-indifferent	1.05	1.01	1.18	1.26	1.07
67	suspicious-trusting	2.80	0.92	2.91	1.12	1.01
68	disappointed-elated	2.56	0.71	2.34	1.02	2.39
69	favorable-unfavorable	0.97	0.85	1.22	1.24	2.19
70	uncomfortable-comfortable	2.91	0.99	2.75	1.25	1.35
	VIII. YOUNGSTER STEALS					
71	surprising-not surprising	2.49	1.43	2.58	1.21	0.60
72	sad-happy	0.93	0.95	0.76	0.85	1.86
73	disinterested-interested	2.77	1.22	2.65	1.15	0.99
74	close-distant	1.83	1.20	1.97	1.19	1.11
75	understandable-baffling	1.42	1.27	1.23	0.98	1.55
76	responsible-not responsible	2.21	1.28	2.29	1.23	0.66
77	concerned-unconcerned	1.11	1.20	1.25	1.22	1.13
78	sympathy-indifference	1.66	1.20	1.63	1.17	0.19
79	expected-unexpected	1.85	1.08	1.82	1.05	0.25
80	hopeful-hopeless	1.75	1.04	1.74	1.03	0.14

*Scale A to E (Numerical equivalent, 0 to 4)
**See Table 1 for complete situation
***All t values larger than 1.97 are significant beyond .05 (2-tailed test).

TABLE 2
Means, Standard Deviations and t-tests for Forms A and B*
(Continued)

ITEM NO.	SITUATIONS** BIPOLAR ADJECTIVE DIMENSION	FORM A (N=180) MEAN	S.D.	FORM B (N=185) MEAN	S.D.	t***
	IX. CAMPUS DEMONSTRATION					
81	bad-good	2.09	1.12	1.77	1.34	2.44
82	understanding-indifferent	1.60	1.13	1.70	1.31	0.76
83	suspicious-trusting	1.61	1.01	1.77	1.14	1.38
84	safe-unsafe	1.67	1.18	1.83	1.31	1.22
85	disturbed-undisturbed	1.80	1.20	1.70	1.33	0.77
86	justified-unjustified	1.77	0.98	1.77	1.23	0.04
87	tense-calm	2.16	1.21	1.98	1.24	1.33
88	hate-love	2.08	0.79	1.93	0.83	1.74
89	wrong-right	2.06	0.97	2.01	1.17	0.45
90	humorous-serious	2.44	1.19	3.03	0.95	5.18
	X. ONLY PERSON STANDING					
91	fearful-secure	2.73	1.10	2.11	1.30	4.93
92	tolerable-intolerable	0.98	1.03	1.09	1.09	0.97
93	hostile-indifferent	3.10	1.09	2.88	1.07	1.93
94	important-trivial	3.27	1.00	2.83	1.22	3.81
95	conspicuous-inconspicuous	1.73	1.32	0.97	1.17	5.79
96	calm-anxious	1.26	1.24	1.90	1.37	4.71
97	indignant-understanding	2.99	1.11	2.74	1.04	2.25
98	comfortable-uncomfortable	2.17	1.37	2.39	1.35	1.56
99	hate-love	2.12	0.73	2.02	0.71	1.26
100	not resentful-resentful	0.98	1.19	1.08	1.14	0.80

*Scale A to E (Numerical equivalent, 0 to 4)
**See Table 1. for complete situation
***All t values larger than 1.97 are significant beyond .05 (2-tailed test).

TABLE 3

Principal Components Factor Loadings of SAS Forms A and B Combined, Rotated to Varimax Solution (N=365)*

ITEM NO.	FACTOR I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	h^{2**}
1	45	-03	-00	17	05	-09	14	-05	04	10	64	-07	00	-11	06	76
2	26	16	-13	12	07	-13	03	-10	-08	22	49	04	06	-03	-06	78
3	-23	-02	04	-08	-03	13	-05	13	01	-15	-54	01	-14	-09	10	58
4	30	-00	-07	23	03	-22	08	-01	04	29	53	-04	-02	-10	07	67
5	19	-02	06	14	02	-14	10	-05	07	19	44	03	-16	04	08	47
6	-17	-25	13	-07	-10	25	-01	-00	09	-13	-26	-04	-19	13	17	56
7	44	03	01	15	06	-03	13	-03	03	15	63	-05	-04	-10	-03	75
8	-39	-05	15	-17	-01	25	-04	04	-01	18	55	-04	-00	-15	15	72
9	45	-02	02	15	07	-10	10	00	06	17	61	-05	02	-06	-08	73
10	-24	-10	21	-13	03	11	-07	07	01	-32	-63	-10	-08	-00	11	74
11	03	-00	07	-01	84	06	00	10	02	-03	00	04	00	-06	-06	79
12	06	04	09	02	85	-03	-06	05	02	-03	-02	00	-02	-06	02	80
13	02	09	10	-01	67	02	-23	00	04	-08	-08	03	10	-12	-01	61
14	00	03	01	12	68	-07	02	01	08	07	07	06	08	-05	-10	57
15	-07	10	04	03	19	-09	-33	-05	06	-02	12	07	35	09	13	48
16	08	05	-03	14	33	-12	13	-03	09	18	10	06	-14	06	02	44
17	09	08	-00	18	57	-14	-13	04	17	05	10	01	16	14	03	61
18	09	-01	-17	24	14	-21	-00	-04	13	14	18	-15	25	-02	13	46
19	-05	42	03	08	43	-20	-15	-04	-07	04	01	-03	-06	12	11	54
20	07	10	-01	17	43	-15	10	23	-07	-02	09	-05	-13	-02	12	46
21	07	67	-00	06	03	-01	-05	06	35	06	01	14	09	-09	-04	68
22	-05	53	03	13	10	-00	04	01	51	08	04	02	-03	-03	-02	64
23	-20	-44	-09	-03	02	03	04	-05	-03	10	05	-20	-31	01	-02	49
24	-03	06	-08	18	03	-02	-02	01	63	20	01	-03	-04	-10	-12	60
25	00	05	-04	16	07	07	08	-01	62	14	-02	09	-06	-15	-18	60
26	-02	45	-05	09	07	-11	-02	-03	59	-05	00	07	13	11	02	64
27	04	25	-18	07	12	-14	09	-05	62	07	-06	-01	11	10	02	61
28	-04	-76	-03	-00	-06	13	03	01	-20	01	-05	-07	06	00	-01	71
29	-01	14	-24	09	03	-16	06	-09	61	16	12	-00	-04	05	-03	65
30	-01	-55	15	-03	-04	07	-03	-02	-10	00	-05	-14	10	09	-07	57
31	00	45	-05	05	18	-11	-04	02	04	12	11	42	-26	-28	04	67
32	15	29	-09	24	19	-15	00	07	13	14	13	24	-26	04	-06	53
33	-13	09	10	-06	-11	-05	-15	13	-08	04	-00	21	-21	-02	47	51
34	-07	02	01	-10	05	-01	-13	06	-16	-07	-10	02	13	11	53	46
35	-21	-07	-10	-07	-05	10	-07	-06	-02	-07	17	-20	22	05	19	39
36	07	04	14	-08	-06	11	01	-03	-02	02	-06	-01	-38	-03	00	35
37	-02	34	-08	02	20	-18	-00	-08	12	11	19	51	-27	17	19	70
38	-05	18	-18	22	21	-18	08	-08	21	14	08	14	-23	-12	05	53
39	04	-19	11	02	02	13	-08	06	-01	-04	04	-63	-15	12	05	57
40	16	20	-09	04	11	-22	12	-05	05	06	-10	54	00	08	11	57
41	-04	-22	17	-12	-13	14	04	17	-09	-11	-07	-01	11	-17	31	48
42	84	01	05	13	03	-14	08	-08	-02	14	20	08	-02	03	-05	85

* 10 largest loadings on each factor are underlined.

** Communality

TABLE 3

Principal Components Factor Loadings of SAS Forms A and B Combined, Rotated to Varimax Solution (N=365)*
(Continued)

ITEM NO.	FACTOR I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	h^{2**}
43	72	08	-07	15	01	-24	02	-09	05	18	17	04	02	06	-10	78
44	78	-00	-01	05	04	-12	11	02	07	09	15	-02	-07	-08	-04	77
45	-84	00	-09	-11	-06	09	-10	06	05	-14	-20	-04	00	03	05	85
46	49	25	-10	15	05	-18	06	-02	-06	17	14	05	-13	-04	-13	59
47	72	11	-05	14	06	-09	16	-04	01	24	16	01	-04	03	-07	74
48	57	-17	17	13	-03	01	07	-01	-08	15	06	-11	11	-10	24	62
49	77	04	-01	15	03	17	08	-07	-04	20	21	06	-00	01	-04	79
50	-82	-05	-06	-15	-06	16	-03	07	03	-16	-24	-01	01	-01	05	85
51	-22	28	-23	01	05	-03	-03	13	07	06	-12	-03	-19	-39	-05	50
52	-18	09	-62	06	-06	-09	01	-11	13	20	02	-06	-06	-06	08	59
53	24	-29	39	-05	01	01	-08	-08	-07	-08	06	14	07	18	-01	55
54	02	01	-75	-01	06	-10	07	02	09	09	04	04	-04	-03	-04	68
55	-02	-05	-80	-08	-03	-10	08	04	12	07	-04	-03	08	-02	-01	74
56	02	01	66	-12	07	00	-02	-08	-12	-16	-06	-08	-05	11	05	61
57	12	-02	-68	-08	-06	-08	02	01	-04	-01	10	11	13	11	-03	62
58	02	04	-69	-05	10	-03	04	-05	01	02	04	06	02	10	-12	64
59	14	-24	-27	-17	-03	11	09	-26	-08	12	08	05	27	02	-23	57
60	-13	12	25	09	04	-09	-07	24	-04	-14	-08	-02	-03	-04	31	46
61	28	-04	-14	08	00	-14	12	-01	16	67	21	01	-01	-09	07	76
62	-41	05	11	-17	-03	12	-12	05	-11	-62	-23	06	05	09	-03	76
63	03	03	17	-12	07	08	-04	10	-24	-29	00	-07	06	04	31	42
64	-06	-12	05	-01	-01	27	02	-06	-05	-47	-09	-13	07	-16	18	51
65	39	-04	-06	18	07	-13	13	01	05	67	27	-05	01	-04	-06	84
66	28	08	-11	18	-03	-13	30	01	18	44	18	-02	-05	-03	07	62
67	-19	-10	21	-10	06	15	-11	01	-15	-65	-19	-11	-01	-08	11	72
68	-37	-02	08	-17	-12	16	-12	03	-13	-57	-21	01	02	02	-01	72
69	41	01	-11	15	02	-20	12	02	10	65	21	05	-00	02	-06	80
70	-28	-19	12	-16	-04	15	-06	-07	-06	-60	-17	-09	-01	12	08	69
71	08	00	04	08	-06	-00	20	-64	08	01	14	-07	-01	-05	-09	60
72	-02	-11	-07	-09	-15	-11	40	-20	08	17	03	04	18	24	12	53
73	-08	-01	05	10	00	02	-71	17	04	-07	-03	05	-06	05	06	60
74	14	10	-02	11	06	-08	48	03	08	-09	12	-17	-07	-11	-07	47
75	-02	0[illegible]	-06	16	12	-11	03	61	01	06	-02	-12	-01	04	01	50
76	17	-[illegible]	-03	08	-04	-03	43	-08	07	14	08	07	-20	-18	-11	45
77	18	01	-07	02	-10	-01	74	-08	01	14	09	05	-03	05	-01	65
78	09	16	-04	13	-10	-01	56	07	06	19	15	13	04	18	-11	62
79	-12	-05	07	-06	-04	08	-06	65	-06	00	-06	-03	04	-11	10	55
80	15	10	-15	25	-08	-18	29	05	10	17	09	11	-09	08	02	55
81	-23	-00	-03	-77	-06	-00	03	-03	-09	-05	-12	02	02	-05	-01	72
82	15	08	00	67	02	-04	15	14	16	08	19	-02	-01	05	03	65
83	-04	-10	-01	-74	-09	04	01	11	-14	-21	-12	-03	-08	07	06	72
84	10	34	-09	58	12	-14	-14	-02	-10	14	08	05	10	-07	07	67
85	-08	-24	-02	-61	-11	-01	19	13	03	-06	02	04	-13	06	15	62

* 10 largest loadings on each factor are underlined.
** Communality

TABLE 3

Principal Components Factor Loadings of SAS Forms A and B Combined, Rotated to Varimax Solution (N=365)*
(Continued)

ITEM NO.	FACTOR I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	h^{2**}
86	12	-05	06	78	01	-00	08	08	13	08	12	06	-05	05	-04	75
87	-06	-44	15	-46	-13	11	13	11	14	-02	01	-06	-06	19	10	63
88	-23	-06	-05	-66	-10	16	-14	01	-13	-07	-09	05	11	-00	06	70
89	-17	02	-04	-81	06	-00	-09	-10	-14	-08	-13	-03	-01	08	02	81
90	09	09	05	04	21	03	-27	-19	-19	-19	-02	11	-04	-08	07	39
91	-17	-28	-06	-10	-09	55	02	-06	05	-10	-12	-15	-02	41	-05	69
92	08	12	-12	02	02	-60	10	12	05	22	09	02	06	04	04	56
93	-14	01	09	-01	-07	76	02	-03	-06	-14	-04	-12	-03	-05	02	72
94	-18	-03	-03	-02	-02	68	02	05	-03	-04	-02	-11	-14	05	-07	73
95	-22	-11	-07	03	-11	32	-01	04	-11	01	-07	-23	06	44	10	53
96	22	24	05	06	08	-57	-03	00	05	-00	14	18	05	-46	06	75
97	-15	-04	07	-01	-02	71	-13	-04	-05	-16	-19	-04	-01	-00	-02	67
98	05	20	-04	03	12	-54	07	04	03	10	12	17	-04	-42	-09	68
99	-16	02	06	-22	-13	42	-15	-14	-06	-09	-12	16	23	03	07	55
100	15	06	-15	13	03	-70	-03	-02	05	17	15	-03	-04	04	-07	67

* 10 largest loadings on each factor are underlined.
** Communality

TABLE 4

Principal Components Factor Loadings of SAS Form A
Rotated to Varimax Solution (N=180)*

ITEM NO.	FACTOR I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV
1	12	-09	08	11	11	01	05	-07	01	75	01	-01	-02	01	-01
2	16	06	-01	10	04	05	05	10	-12	35	-02	-02	14	20	05
3	02	05	-05	-05	-11	-01	-03	02	04	-26	-17	01	-01	-17	-12
4	14	-07	09	10	31	15	04	-02	07	41	-01	-20	-08	-10	01
5	09	-09	04	08	14	15	03	-12	12	26	08	-13	-01	-09	-15
6	-14	-01	05	14	11	-15	-04	02	01	03	05	06	-02	-09	-10
7	16	03	-01	03	-20	-09	-01	-10	00	73	03	02	-20	-04	06
8	-18	09	-04	-02	-06	-13	-21	01	-06	-15	-13	-12	-07	06	00
9	14	-10	01	01	23	-00	-05	-03	-05	66	00	07	-01	04	08
10	-08	-04	06	-11	-26	-07	-18	-02	03	-29	-04	02	-01	-08	-08
11	-09	01	10	-82	-09	-09	-07	01	01	-00	-16	-07	03	-11	09
12	-12	11	06	-82	-10	03	-06	09	-05	-05	-09	-02	-02	-08	-04
13	-18	08	01	-68	-06	-12	01	27	06	-12	-04	03	-02	17	-08
14	-18	04	12	-71	-01	06	01	-05	10	-08	-05	-18	02	00	06
15	-14	08	-08	-18	-06	05	03	37	13	11	13	11	09	35	-13
16	-09	05	02	18	13	14	05	-08	08	-06	-03	-58	05	-02	08
17	-15	02	13	-57	-06	12	-00	26	18	00	-02	10	00	26	-18
18	-08	-01	06	01	08	10	11	05	10	03	-16	-21	-09	35	-03
19	-18	35	02	-25	-02	08	-09	29	02	-18	-16	-28	-11	18	-11
20	-04	09	21	-36	02	04	-00	-13	-06	09	-33	-13	03	06	-21
21	-02	73	09	-07	02	00	08	03	27	-06	-12	03	07	03	04
22	-17	49	07	-09	10	03	-09	01	46	02	-08	-05	-06	03	-11
23	06	-40	-06	-14	09	06	04	01	07	12	03	04	-21	-31	03
24	-01	01	23	01	11	-02	-06	04	71	02	-04	-06	-01	-37	-02
25	07	10	18	-11	09	-07	-01	-11	73	02	02	-03	-01	-16	02
26	-11	52	06	-05	00	14	-00	06	49	-05	-01	11	16	08	-05
27	00	15	07	-05	12	09	08	-02	63	-08	01	-17	12	26	11
28	06	-82	07	06	04	-05	06	-06	-05	07	-02	08	-02	12	-01
29	-01	11	-00	-03	24	16	25	06	46	02	15	-11	-12	32	06
30	03	-60	02	05	03	-06	-17	-07	06	-10	-02	29	-03	03	03
31	-01	36	10	-23	15	-09	06	11	09	-07	-06	-19	11	-27	-16
32	-06	29	10	-09	-07	-02	10	04	13	-10	-03	-32	08	-21	-29
33	02	02	03	02	10	01	-06	18	-03	-11	-01	00	07	-20	-71
34	-00	-02	-03	-08	-07	01	07	07	-07	-03	-07	-01	-06	18	-63
35	-00	-04	-15	-08	-02	-12	-01	13	02	-01	06	13	-12	06	-14
36	-12	13	-04	07	06	-12	-06	07	-00	-00	11	-16	-19	-55	-01
37	-02	27	-04	-20	14	05	11	14	06	00	14	-33	20	-06	-20
38	-08	26	19	-04	03	02	11	03	14	07	02	-65	12	-13	-09
39	-02	-07	13	01	-07	-06	-09	02	02	17	-03	05	-60	-16	-06
40	12	15	-04	-01	-05	23	09	12	13	-09	-01	-16	58	03	-18
41	24	-30	11	07	13	-11	-10	-03	03	17	-08	-05	-09	-09	-04
42	77	-14	01	11	11	08	06	-01	-01	02	05	01	05	04	06

*10 largest loadings on each factor are underlined.

TABLE 4

Principal Components Factor Loadings on SAS Form A
Rotated to Varimax Solution (N=180)*

(Continued)

ITEM NO.	FACTOR XVI	XVII	XVIII	XIX	XX	XXI	XXII	h^2**
1	-05	09	-05	-04	-16	01	03	76
2	01	43	08	-12	-06	-18	11	76
3	-02	-15	-02	-01	61	-01	-11	68
4	02	31	-06	-16	-00	12	-30	78
5	-09	44	-02	09	10	01	03	72
6	-36	-40	04	26	02	-12	-02	68
7	05	09	-11	05	03	05	-04	77
8	-01	-63	-03	00	20	01	-06	78
9	-03	23	11	05	-06	01	04	75
10	-03	-75	07	04	01	06	09	84
11	04	-04	-05	02	04	06	02	84
12	-06	-12	-04	-04	08	04	03	85
13	08	-10	06	-15	-04	-03	06	81
14	06	08	10	-08	-04	-00	-02	78
15	27	-08	09	03	-12	24	-06	73
16	-04	10	-20	16	05	02	03	73
17	-06	-00	-07	00	-06	-03	-05	77
18	03	26	-15	-12	-08	41	07	72
19	-10	05	-13	01	-04	-09	19	70
20	-13	00	-05	-06	18	05	35	76
21	10	03	05	01	-04	-07	-07	78
22	-12	05	-01	00	11	-10	05	73
23	-12	01	-09	13	12	-25	24	71
24	10	-00	18	-16	-03	01	-00	80
25	11	01	-12	-01	-03	-03	-02	83
26	-15	09	-03	09	03	17	06	80
27	-04	00	-20	10	04	03	11	77
28	04	01	-02	12	01	-04	-02	82
29	-14	04	-04	05	05	-17	-01	77
30	-08	17	06	13	-06	14	08	71
31	05	-03	00	-25	02	-32	23	78
32	21	08	06	-10	05	-15	22	71
33	-05	15	-03	-14	01	-06	-09	76
34	01	-11	-03	18	00	17	08	64
35	-08	-05	09	07	01	63	-03	70
36	03	-05	03	06	05	-10	09	66
37	-10	02	-09	-18	-02	-46	16	80
38	03	-13	11	-16	-04	-15	06	80
39	-02	-08	04	12	06	14	18	73
40	05	02	06	02	16	-17	14	76
41	-04	-06	-42	-04	-00	09	-17	67
42	06	07	-01	05	-06	-11	-08	84

*10 largest loadings on each factor are underlined.
**Communality

TABLE 4

Principal Components Factor Loadings of SAS Form A
Rotated to Varimax Solution (N=180)*
(Continued)

ITEM NO.	FACTOR I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV
43	68	08	-00	11	10	13	05	13	-07	-02	04	-03	12	06	06
44	67	-11	-05	05	10	03	11	-04	02	09	-08	04	01	-12	-02
45	-76	12	02	-06	-15	-01	-06	12	-02	-15	-00	-04	01	01	-02
46	57	09	04	04	03	02	03	-07	07	-09	-11	13	09	-04	-03
47	70	11	-04	03	18	-01	05	-14	02	11	06	-01	-04	03	-08
48	65	-23	12	10	20	-08	-08	-10	-05	03	05	10	-15	03	-02
49	71	02	-10	09	15	10	01	-13	-03	10	04	-01	11	-02	-02
50	-77	04	03	-12	-11	-12	-00	-01	01	-09	03	03	05	-14	-08
51	-05	44	03	-12	-05	-04	17	07	-03	-16	-20	09	-32	-09	-10
52	04	17	-02	03	17	13	53	-00	06	00	06	-21	-28	07	-14
53	15	-40	08	-04	14	-04	-19	04	00	-03	10	-06	11	-04	09
54	05	07	-11	-00	-01	01	79	-07	05	03	-03	-18	-04	06	-02
55	08	05	-15	06	11	05	79	-06	-05	-05	-05	-13	02	13	07
56	-04	09	-08	-08	-09	-07	-64	-01	04	-03	06	06	01	-02	00
57	13	-03	-17	01	07	02	70	03	-03	07	08	14	30	-06	04
58	-03	08	-12	-02	07	04	71	-09	02	-05	09	24	08	-11	02
59	06	-25	-28	-00	13	-24	27	-06	-15	11	20	04	07	00	32
60	-19	09	24	02	-06	13	-16	01	06	07	-16	-00	06	07	-43
61	21	-12	-06	03	78	13	04	-01	06	06	-01	-07	07	-04	-02
62	-15	03	03	-08	-79	-10	-08	08	-06	-15	-05	04	-03	04	-00
63	02	-07	-12	-14	-13	-07	-08	08	-22	18	-16	-06	-00	-04	-02
64	-02	-07	05	-01	-31	-43	04	-02	-10	11	02	02	-03	07	-02
65	09	00	-02	02	82	09	-01	-14	04	11	-02	-08	-03	-01	04
66	15	-23	06	08	63	03	03	-15	05	09	-03	-07	-04	-04	02
67	-12	-10	-03	-10	-64	-12	-10	03	-07	05	-03	-10	-01	-08	01
68	-14	-03	02	03	-74	-10	-08	08	-06	-11	03	-05	08	-02	02
69	25	00	02	09	73	17	10	-09	05	14	-08	-05	04	02	01
70	-14	-18	-06	-01	-61	-05	-08	01	-11	-06	18	-03	-10	06	01
71	-05	-07	09	10	-04	-07	-02	-18	10	16	69	09	-11	02	14
72	12	-08	-03	11	25	20	07	-39	04	-04	36	10	13	22	-08
73	-06	02	11	-08	-06	01	-09	79	02	-07	-16	02	-01	-08	-06
74	03	06	12	-05	-02	-01	-02	-53	15	17	-02	11	-08	-02	13
75	-09	02	11	-07	04	10	01	03	01	-00	-72	04	-02	07	06
76	06	-17	06	09	17	-11	-01	-46	07	06	10	-16	-03	-20	16
77	11	-01	-04	14	18	-05	09	-75	-08	-03	12	00	06	-07	-00
78	08	-20	12	03	18	06	07	-57	02	04	09	-02	-09	22	09
79	04	04	01	-15	10	-07	-05	13	07	06	-74	03	-07	03	-09
80	06	-02	12	-06	12	18	07	-24	13	-04	-00	-27	15	00	-05
81	01	-03	-80	08	07	05	04	-05	-15	-08	-01	03	02	-02	04
82	-04	-11	75	-00	02	-03	-01	-09	07	08	-07	-05	-12	02	-07
83	07	-01	-76	04	-04	03	08	-03	-06	00	-07	04	11	-12	05
84	-14	26	44	06	03	-01	09	29	-10	-00	-00	-10	09	23	00
85	12	-23	-54	03	04	18	08	-25	-03	12	-05	-07	02	-18	-16

*10 largest loadings on each factor are underlined.

TABLE 4

Principal Components Factor Loadings on SAS Form A
Rotated to Varimax Solution (N=180)*
(Continued)

ITEM NO.	FACTOR XVI	XVII	XVIII	XIX	XX	XXI	XXII	h^2**
43	-11	08	-17	01	-18	06	-08	82
44	-07	03	-20	-09	00	04	-06	79
45	-12	-06	01	-02	-12	-01	04	78
46	-01	25	-04	-13	-10	-03	41	78
47	12	-02	06	-02	-01	-03	07	74
48	-04	-03	03	02	07	07	-05	79
49	-09	09	15	-11	-00	07	10	77
50	-02	-05	-09	01	-04	08	-04	79
51	08	-09	-17	-33	19	-19	01	77
52	-09	15	03	-15	11	-05	13	81
53	01	09	51	28	-06	17	-10	83
54	-05	-03	04	-07	-01	-05	-04	86
55	-05	02	01	-12	00	04	-02	86
56	-27	-12	15	06	-02	08	14	75
57	-02	12	-04	06	-08	08	08	81
58	-01	13	03	12	01	-00	12	79
59	04	03	23	15	-12	14	05	77
60	03	-21	03	-13	21	06	-01	66
61	-12	13	-03	-14	00	-07	-11	88
62	10	02	04	03	-01	-06	09	84
63	07	-25	-19	13	07	42	16	70
64	-48	-02	14	01	02	23	-07	75
65	15	-02	06	04	-05	05	03	87
66	-31	06	08	-07	04	-01	01	79
67	-14	-33	-09	03	-00	22	02	82
68	-00	-05	04	-11	11	-01	-14	78
69	08	03	-01	03	-01	-07	08	83
70	-42	-01	-00	20	-04	-02	-03	76
71	-12	04	06	-17	01	-04	04	81
72	-07	10	02	22	-17	-06	04	75
73	-02	09	07	00	-01	-00	-09	79
74	-05	03	-31	-01	13	16	14	73
75	-02	-07	-01	-08	15	02	06	71
76	-03	14	05	-21	11	-02	04	64
77	-08	02	-03	06	-11	-10	-01	80
78	13	06	14	18	-07	-08	-17	78
79	-02	-01	-01	-05	-06	-01	-03	73
80	16	15	-51	-01	-02	-04	11	73
81	05	09	-05	-04	-03	11	-02	83
82	-10	01	01	-03	-10	-01	-12	81
83	-22	-13	-05	04	-10	12	-14	83
84	05	-08	-03	-19	36	02	06	77
85	-08	01	-18	-02	-16	-13	-21	80

*10 largest loadings on each factor are underlined.
** Communality

TABLE 4

Principal Components Factor Loadings on SAS Form A
Rotated to Varimax Solution (N=180)*
(Continued)

ITEM	FACTOR														
NO.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV
86	01	-03	85	-08	00	-02	-12	-00	07	02	-00	00	01	-09	-01
87	07	-38	-33	03	10	07	-14	-16	06	10	-09	10	02	-09	-08
88	-04	-05	-74	04	-03	-04	11	04	-09	01	05	09	-05	05	-03
89	-03	-00	-87	13	-01	05	07	06	-05	02	04	-02	-03	05	01
90	-15	03	04	-19	-16	01	09	34	-13	-12	14	-08	18	00	01
91	-05	-15	-07	08	-09	-42	04	-05	13	08	07	02	10	06	10
92	08	08	-03	-01	23	62	02	-05	-02	-10	-06	-14	-05	03	-13
93	-06	-01	00	02	-11	-82	-08	-02	04	00	02	06	-10	-02	-01
94	-08	08	14	-08	-08	-68	00	-07	-11	03	-03	-01	-15	-11	-07
95	-24	-17	05	15	00	-24	-04	-02	10	-06	-08	-02	-06	-03	-03
96	06	07	-04	-01	04	36	14	12	06	-00	-08	03	11	11	-03
97	-08	-05	05	01	-17	-78	-02	07	-02	-04	-04	-04	-02	00	05
98	-01	13	-02	-13	12	41	03	-09	03	04	04	-07	06	01	03
99	-04	10	-10	05	-08	-24	-05	08	-10	-06	-04	19	14	15	-07
100	03	01	-01	04	07	74	09	06	01	-02	-06	-00	-04	05	-00

*10 largest loadings on each factor are underlined.

TABLE 4

Principal Components Factor Loadings on SAS Form A
Rotated to Varimax Solution (N=180)*

(Continued)

ITEM NO.	XVI	XVII	XVIII	XIX	XX	XXI	XXII	h^2**
86	-03	02	-03	08	02	00	-07	84
87	-15	-04	04	30	-25	-07	-23	71
88	02	-01	23	04	16	04	-18	84
89	03	02	03	-02	02	-04	06	88
90	-14	-06	-02	01	-18	04	10	60
91	-11	-06	13	57	02	-02	04	74
92	11	12	-03	-16	-10	14	02	75
93	-04	06	-04	09	04	08	01	83
94	07	-06	02	05	-27	-02	-04	76
95	-13	06	-03	51	-11	21	04	73
96	-10	03	-13	-68	01	-03	07	83
97	-07	-16	07	10	-07	02	04	82
98	01	04	11	-58	-07	-04	22	75
99	-07	01	06	19	13	00	-58	72
100	-06	06	02	16	-12	-10	08	78

*10 largest loadings on each factor are underlined.
**Communality

TABLE 5

Principal Components Factor Loadings of SAS Form B
Rotated to Varimax Solution (N=185)*

EM	FACTOR																		
O.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	h^{2**}
1	73	-04	-09	15	07	09	07	-11	13	09	-18	-07	05	20	-04	-29	-05	-10	91
2	59	-05	-17	09	-10	15	12	-06	08	-14	-22	05	07	09	-33	-10	15	-14	84
3	-62	05	-10	-16	-09	-00	-08	-08	-03	03	02	-08	-04	02	16	34	03	03	78
4	63	-01	-11	25	-07	08	00	07	05	-08	-11	-06	19	23	-31	15	-16	02	87
5	44	-01	21	13	-01	05	-06	-15	11	-14	-09	-01	-06	16	-29	-07	-13	02	75
6	-39	19	25	-23	09	-04	-06	-07	04	17	04	11	-11	01	13	20	-06	22	76
7	73	-03	-08	14	07	07	10	-06	13	02	-09	04	-08	18	02	-30	-19	-04	86
8	-76	09	13	-22	-10	-03	-00	-15	-02	09	03	08	10	13	08	20	07	06	88
9	75	-08	-07	18	10	12	01	-11	08	04	-09	-06	-03	19	12	-22	-13	-11	89
0	-64	05	22	-07	02	-01	-08	05	-00	16	17	08	-04	-17	20	33	05	07	83
1	10	-01	03	04	-07	85	-03	08	04	-07	-05	04	-05	-10	-01	-04	02	03	89
2	14	-00	08	07	00	86	00	-12	04	-01	-01	04	-04	-00	-04	-03	05	01	88
3	-07	-11	13	05	-10	72	06	05	-06	05	09	-04	01	-04	06	06	07	-23	79
4	23	-05	-02	09	-06	65	-01	-01	-05	06	-00	04	14	06	02	-15	-10	03	72
5	-04	-10	04	06	-05	19	-07	-02	-01	-00	32	10	-04	10	-46	-19	15	17	65
6	29	-06	05	06	-01	33	-04	-01	-13	-06	-07	04	19	17	-12	-04	-27	-02	62
7	31	-18	-02	09	05	57	-02	19	-13	02	11	04	02	16	-06	-06	-15	25	76
8	31	-04	-09	21	09	11	08	-06	-21	09	03	-06	32	28	-31	-07	10	09	72
9	09	-22	01	23	-21	44	16	37	08	-12	-02	08	-11	05	-14	-07	03	01	70
0	12	01	-07	18	13	42	-07	18	13	02	-02	00	01	15	-16	11	-23	-16	62
1	12	-76	-01	15	-17	00	-01	-14	06	-09	02	15	06	03	11	-12	-02	-01	83
2	15	-78	02	03	-10	11	03	-10	-03	-05	-09	03	02	13	13	-06	-12	01	82
3	-04	52	04	-03	-03	-03	01	-17	04	-09	-14	-36	-01	01	-13	-06	-08	05	69
4	28	-39	-19	03	09	07	00	-46	-20	-04	-06	-06	-03	05	-16	11	05	07	72
5	22	-30	-03	00	02	08	04	-60	-18	02	-04	12	-06	11	-02	08	-05	-11	74
6	10	-73	-05	10	14	09	11	-15	-05	15	02	11	-03	13	-07	-03	-00	12	82
7	14	-62	-24	16	19	16	16	-14	-01	06	-04	-06	01	06	-02	12	06	12	76
8	-06	76	07	-21	-01	-01	-03	-13	-09	11	-01	-09	01	-04	15	03	13	08	83
9	28	-53	-13	18	22	04	08	-31	-10	01	-08	-14	-11	13	-22	07	-17	-03	85
0	-02	54	15	-10	10	05	07	-08	01	09	15	-13	07	-04	36	-10	01	15	76
1	12	-37	-07	34	-15	02	-05	-02	14	-10	-05	49	03	-10	-09	-23	-22	-21	84
	46	-20	00	18	03	11	09	-11	-06	03	-10	30	-20	18	-26	08	-01	-11	73
	-25	-04	12	11	12	-13	-10	13	55	-26	06	11	08	-10	-05	14	-05	-03	74
4	-36	05	01	07	07	02	-05	13	20	-29	12	03	03	-08	04	-08	49	03	74
	-24	13	-02	-04	-07	-07	01	01	-01	09	-04	-03	10	-03	-09	05	52	-01	58
	-02	01	08	-07	06	-11	02	-08	12	-03	-10	-06	-00	-08	05	48	-00	-10	58
7	14	-32	02	33	-02	11	-07	-10	16	-11	-12	51	02	-02	-25	-16	-10	-16	83
8	22	-18	-10	38	01	17	-03	-07	-20	-01	-17	08	19	13	-14	-09	-24	05	75
	05	15	10	-23	04	03	-13	06	-02	03	10	-74	09	-05	-04	06	09	06	79
0	12	-14	-10	17	-04	14	-00	-01	-03	-03	15	62	-02	05	-04	05	11	15	22
1	-63	17	02	-15	14	-07	-04	-02	10	-12	07	-00	28	-06	-02	02	06	-07	15
	85	-11	-00	10	-02	08	08	06	-08	19	-07	07	08	11	04	09	03	06	92

10 largest loadings on each factor are underlined
Communality

TABLE 5

Principal Components Factor Loadings of SAS Form B
Rotated to Varimax Solution (N=185)*
(Continued)

ITEM NO.	FACTOR I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	h^{2*}
43	79	-10	-10	22	-05	03	09	-01	-10	14	-03	05	-09	12	03	08	01	14	86
44	74	-16	-04	07	02	09	02	-09	-17	21	-11	-06	03	06	-02	18	-06	00	87
5	-84	05	03	-04	07	-12	-12	-02	12	-13	06	-05	-02	-16	-04	-10	02	-06	91
46	59	-19	-16	18	-26	11	05	14	06	-11	-10	10	-06	12	-03	12	-10	-16	77
47	78	-12	-07	05	-01	08	-02	11	-17	10	-14	07	15	12	12	09	-05	-02	87
3	35	05	16	06	02	06	-10	07	-01	-04	-01	-18	59	19	06	00	13	08	76
9	83	-02	-06	09	-07	07	01	-04	-07	10	-01	12	02	21	-02	09	02	08	89
50	-87	07	07	-08	01	-11	-11	-02	05	-12	-00	-02	-07	-18	-04	-04	02	-01	93
51	-15	-09	-30	17	-16	01	03	-32	18	-08	-07	12	09	-02	07	01	-27	-10	62
2	13	01	-65	03	-02	-10	24	02	01	-02	02	15	13	05	-22	-02	-04	15	74
53	-06	08	51	05	18	-05	02	13	-12	01	13	-12	-24	-05	03	-02	04	-13	64
54	25	00	-63	24	05	05	-10	-02	-18	-10	-04	-01	-04	-03	-04	00	-11	02	79
5	11	-17	-76	16	07	02	-06	-02	-07	05	-06	-09	-08	-02	04	04	06	07	80
56	-21	10	68	02	04	02	04	12	10	03	-00	-11	-03	-11	02	-01	05	08	74
57	11	-02	-65	14	10	-05	-11	12	-10	-03	-04	-02	-16	04	10	-15	19	-08	70
8	13	-04	-71	07	05	-19	09	07	-14	02	01	03	-11	05	05	-08	-04	-08	77
9	09	06	-22	11	15	-06	13	-02	-66	-10	-06	03	02	-03	01	-13	09	-02	69
60	-26	-01	20	03	-06	04	-36	02	43	08	05	-05	-19	-10	12	-16	16	05	70
1	65	-11	-18	11	-01	07	-02	-12	-08	-32	-13	-04	20	15	07	-06	-08	10	86
	-10	-02	15	-13	02	-05	00	22	11	21	09	02	-14	-24	03	-02	10	02	87
63	-30	03	21	-08	10	-04	11	25	49	14	04	12	02	-05	01	-07	27	-04	73
64	-48	10	15	-03	-15	-00	-06	-07	05	42	-09	-13	04	03	11	-07	08	-01	69
	76	07	-17	14	05	07	-02	-18	-10	-29	04	-03	06	22	07	-05	-10	03	94
66	49	-13	-16	15	25	-01	03	-10	-14	-13	-29	01	08	25	01	07	-03	00	77
67	-60	15	28	-11	-18	-01	-07	03	11	39	12	-11	-13	-09	02	-09	06	-03	85
	-65	05	11	-20	-08	-14	-04	15	09	16	-01	13	-12	-25	00	-06	13	-05	86
	75	-02	-12	18	11	04	01	-12	-16	-33	-04	06	03	14	02	05	-03	07	90
70	-64	11	16	-17	08	-02	01	10	11	32	10	-13	-01	-10	14	-05	00	-01	93
7	26	-10	03	02	-04	01	71	11	-04	-10	-19	-03	02	-02	11	04	-07	08	76
	09	00	-06	01	10	-10	-02	09	04	-04	-32	-03	09	-08	-05	-11	03	63	66
73	-14	-01	04	-03	00	-06	-15	08	11	09	71	06	01	08	-05	04	-11	-07	72
74	23	-09	-10	-17	-08	02	-01	02	05	23	-45	-10	-02	04	01	09	-12	-12	64
	13	-06	-07	05	23	11	-55	22	05	-07	-07	-09	03	21	-01	05	-11	02	67
76	33	-02	02	14	00	-03	-11	-14	-08	06	-37	17	-01	01	-02	19	-15	03	69
77	31	-06	-07	04	16	-07	00	-02	-02	04	-72	06	06	08	01	-01	-02	22	81
	33	03	-07	-07	31	-10	-10	07	01	-17	-46	12	-13	20	-05	14	-21	10	79
	-30	17	03	-04	00	-07	-66	-01	11	-05	-03	03	09	-05	06	02	-01	08	73
80	40	-15	-07	07	12	01	-08	05	-23	-01	-23	18	09	31	-01	03	04	-28	76
81	-45	02	09	00	-02	-01	-03	-02	-04	-05	-11	01	-09	-72	-05	07	01	-02	84
8	42	-06	-07	10	12	-01	-15	-03	00	12	-10	00	-19	59	-10	02	-18	-03	81
83	-45	20	-01	-12	14	-07	-06	14	13	09	-02	-07	-09	-59	05	16	-05	-03	82
84	36	-18	-07	22	-26	12	-07	16	-02	-14	-01	14	10	54	-15	-09	09	-06	84
8	-27	11	03	-15	41	-04	01	04	19	01	07	-04	-02	-50	02	15	-04	10	79

10 largest loadings on each factor are underlined.
* Communality

TABLE 5

Principal Components Factor Loadings of SAS Form B
Rotated to Varimax Solution (N=185)*

(Continued)

LM 0.	FACTOR II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	h2**
40	-02	-04	05	07	-05	00	-08	06	-00	-06	03	-01	72	-04	06	-08	-05	84
-20	26	12	-20	46	-08	08	-13	15	17	-05	-17	14	-39	-04	19	00	04	83
8 -49	12	02	-21	12	-04	-03	07	12	-02	15	12	13	-56	03	-10	01	-05	87
-46	10	02	-02	-12	01	01	01	-00	02	01	01	02	-75	01	04	04	-00	90
-07	07	07	-09	-57	13	16	-01	09	10	10	05	-01	-03	-04	01	-01	-04	71
1 -21	24	03	-69	17	-06	03	10	-12	06	03	-25	-08	-06	05	07	03	05	87
2 30	-13	-28	50	19	03	-10	02	02	-01	-08	05	-03	05	00	-00	13	-01	68
-30	05	14	-70	-14	-12	02	-03	13	05	-10	-05	10	-00	04	-01	-04	-17	86
4 -12	06	03	-73	-05	-09	-04	-04	01	01	-06	-12	01	-14	-13	10	-10	-09	78
5 -04	13	-02	-41	17	-14	-06	39	-03	-01	16	-12	-00	-02	-06	-03	34	01	71
23	-27	-06	71	-13	07	06	-09	11	07	-04	24	06	05	-04	-05	-11	-04	90
-30	06	15	-68	-18	-08	02	-12	12	04	17	-00	-03	-08	06	-01	02	08	83
8 22	-15	-08	63	-20	05	-03	-16	07	03	-07	24	10	-02	-07	01	-17	-16	84
-38	01	-03	-47	-04	-05	-11	03	13	05	15	21	22	-26	10	-07	03	-11	79
46	-09	-17	58	03	04	05	11	-17	-06	01	-08	01	17	-21	01	-02	-08	85

10 largest loadings on each factor are underlined.
Communality

TABLE 6

Social Distance Rankings of Situations*

Social Distance Rank**	No.	Situation
3	I	A new family moves in next door to you.
10	II	You read in the paper that a man has raped a woman.
4	III	It is evening and a man appears at your door saying he is selling magazines.
6.5	IV	You are walking down the street alone and must pass a corner where a group of five young men are loitering.
2	V	Your best friend has just become engaged.
8	VI	You are stopped for speeding by a policeman.
1	VII	A new person joins your social group.
6.5	VIII	You see a youngster steal something in a dimestore.
5	IX	Some students on campus stage a demonstration.
9	X	You get on a bus and you are the only person who has to stand.

*N = 11 psychology and education graduate students.
**1 = most intimate contact.